

Marion County Public Schools

Hammett Bowen Jr. Elementary School



2016-17 Schoolwide Improvement Plan

Hammett Bowen Jr. Elementary School

4397 SW 95TH ST, Ocala, FL 34476

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Marion County School Board on 1/24/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	33

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hammett Bowen Jr. Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Hammett Bowen, our mission is to build a school that will focus on success; a school that celebrates diversity while strengthening the common thread that binds us. Hammett Bowen will become a model for a strong school and community program dedicated to building the "whole child".

b. Provide the school's vision statement.

Vision Statement

Hammett Bowen will provide an educationally rich environment where each individual of the school community is valued, respected, and encouraged to reach his/her fullest potential as a productive citizen.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

- We begin the school year by each teacher personally contacting each student's family to begin building that relationship with a positive contact and to gather information regarding students' cultures.
- Each teacher conducts "get to know you" activities the first week of school to gather further information from the student and to determine each student's interests to further build that relationship.
- Parent Involvement activities throughout the year, beginning with Orientation and Open House, help build those relationships.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

We provide students with a safe environment by

- Ensuring adequate supervision at all times.
- Teaching, modeling and reinforcing school-wide behavioral expectations throughout the school year.
- Planning thoroughly and conducting practice drills to respond to emergency situations that may occur including fire, weather, weapon on campus, dangerous person on campus, bomb threat, etc.
- Establishing a discipline committee and meeting regularly for the purpose of examining policy, procedures, and making recommendations for changes based on data gathered throughout the school year.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

- School-wide expectations are broken down by what those expectations look like in classrooms, in the cafeteria, in the restrooms, on the PE field, in the hallways and on the school bus.
- School-wide expectations are discussed and modeled in the classrooms and are the basis for classroom procedures.
- School-wide expectations are modeled on the morning news show.
- School-wide expectations are shared with parents and parents are encouraged to help reinforce those expectations both at school and at home.
- Following school-wide expectations has defined positive consequences students can look forward to.
- Not following school-wide expectations has defined negative consequences students know to expect when they choose not to follow them.
- Staff receives training at the beginning of each school year and then as needed at least quarterly to address consistency issues throughout the year.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

- Counseling is made available for students referred to the Guidance Office by the parent, by the teacher or by anyone working with children and see they are struggling through social issues.
- Anti-bullying processes and procedures are in place, are verbalized and advertised to staff, students, and parents. These processes and procedures are utilized on a daily basis in the classroom, through Guidance Office and through the Dean's office.
- Social skills training is provided by our school psychologist to our students who are serviced in our Exceptional Student Education Therapeutic Units of Behavior. (TUB Units)
- Students struggling with daily behavior issues are often placed on check in/check out systems overseen by the Dean.
- Character education traits are presented on the morning show by the Guidance Counselor, are often accompanied by role-play with students, and are used as the basis of the criteria for Student of the Month for that month.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

We have an Early Warning system in place that includes:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	41	43	39	37	31	0	0	0	0	0	0	0	195
One or more suspensions	0	3	1	1	3	4	0	0	0	0	0	0	0	12
Course failure in ELA or Math	13	11	17	6	2	0	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	36	46	42	0	0	0	0	0	0	0	124

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	26	23	46	31	30	0	0	0	0	0	0	0	157

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

- Differentiated instruction by the classroom teacher during that subject block
- Intervention in targeted skills by teacher or trained support personnel outside of the subject block
- Intervention in targeted skills through computer programs outside of the subject block
- Recognition and rewards for attendance as well as personal contact with parents to work on a plan to improve attendance.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314031>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The School Advisory Council (SAC) will have the opportunity to actively participate in the creation and revision of the School Improvement Plan. They will have the opportunity to make suggestions and give feedback about the programs currently being utilized. Members will have the opportunity to participate in many of the programs involving technology for the instruction of students. SAC members will have the opportunity to give input on events and activities that are positive as well as giving input on events and activities that may need to change.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Forsyth, Teresa	Principal
Hallam, Zayda	Instructional Coach
Barton, Rebecca	Dean
Harper, Mary	School Counselor
Dreher, Lisa	Assistant Principal
Salem, Sheri	Instructional Coach
Cook, Jeff	Administrative Support
Terrell, Tracy	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Administration is responsible for ensuring fidelity of the MTSS process.
Guidance Counselor offers expertise in MTSS procedures and ESE staffing procedures.
Behavior Specialist is included if student behavior is problematic.
School Social Worker addresses attendance issues.
School Psychologist serves as the MTSS coach and additional resource.
Professional Development Specialist provides mentoring, staff development and data analysis.
Intervention Specialist is responsible for assisting the PDS in identifying students who are in need of remediation.
Dean of Students addresses behavioral and/or safety issues.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The Team then meets periodically to set group goals for tier 2 students, individual goals for tier 3 students and to progress monitor student growth. The implementation of SAT is a well-defined process which begins with the completion of the SAT request. The Marion County Student Assistance Team Packet guides the team through the process in order to identify/implement effective research based interventions which positively affect student performance. SAT team includes teachers, administration, guidance and school psychologist. The team analyzes student growth and determines course of action. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Title I, Part A

Our school uses district funds received from a grant to present anti-bullying strategies to our students.

Speakers and resource materials are available through the Marion County Sheriff's Department. The District's physical/health education coordinator provides information and resources on nutrition education. Community outreach programs assist us in providing food for targeted families through the "Backpack Program" and school supplies are made available through the "Stuff the Bus" initiative. District funds are used to support our Migrant Program by the purchase school supplies, and providing a Saturday Boot Camp Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate. The Migrant Liaison works with schools and families to identify students and provide need referrals for families.

Title I, Part C- Migrant

Title I Part C funds are used to support our Migrant program by the purchase of school supplies. Title I monies are used to provide after school and Saturday tutorials for at risk students in order to improve grades, increase promotion, improve attendance and reduce the dropout rate. The District Migrant liaison works with schools and families to identify migrant students and provides need referrals for these families.

Title I, Part D

Not applicable

Title II

The District utilizes Title II funds to provide staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III

Title III funds provide District services for educational materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners. Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs

Title X- Homeless

Title X The district Homeless Social Worker provides resources such as clothing, school supplies, social services referrals for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Tutoring is available after school for at risk students through the Supplemental Education Services.

Violence Prevention Programs

District supports programs such as Red Ribbon Week that support prevention of violence in and around the school, prevent the illegal use of alcohol, tobacco, drugs, and foster a safe, drug free environment that supports student achievement.

Nutrition Programs

We will continue to offer fresh fruits and vegetables to our students via our lunch program. Teachers will continue to teach students the importance of nutrition and how to make healthy nutritious choices.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Use of FDLRS (Florida Diagnostic and Learning Resource Services) for parent involvement and classroom assistance for ESE teachers.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Teresa Forsyth	Principal
Alex Watson	Parent
Sarah Yeager	Parent
Carrie Hartsock	Parent
Edward Barrio	Education Support Employee
Amy Wise	Parent
Teresa Shepp	Parent
Ruth Webb	Parent
Ronan Gonzalez	Parent
James Kirby	Parent
Lisa McGuire	Parent
Deborah Barckhausen	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Last year's plan was evaluated by the SAC Committee with the review of achievement still being delayed by the late release of testing data. Available achievement data was reviewed in January as a mid year evaluation of the plan in place.

b. Development of this school improvement plan

This year's process for school improvement was discussed at the last SAC meeting in April. A possible draft of the plan was reviewed and approved by those members present. As test scores are released, we will revisit the plan at each meeting and then volunteers from SAC will meet with the school leadership team to finalize the SIP draft.

c. Preparation of the school's annual budget and plan

The school's annual budget and was reviewed with the members present at the first meeting which was well advertised in notes home, on the school marquee, on our website and by a reminder app available for parents to receive reminders.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

1. Provide funds for technology items such as LED projectors and document cameras enabling teachers to use online resources with students. \$2,634.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

Administration and staff will continue to recruit members through the consistent advertising of meetings at any gathering of parents, in notes home, on the school marquee, on our website and by a reminder app available for parents to receive reminders.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Forsyth, Teresa	Principal
Hallam, Zayda	Instructional Coach
Parris, Sarah	Instructional Media
Barton, Rebecca	Dean
Harper, Mary	School Counselor
Dreher, Lisa	Assistant Principal
Salem, Sheri	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

- The Literacy Leadership Team meets monthly to discuss ways to improve literacy and motivate students to read.
- The LLT will make Differentiated Instruction in the area of Language Arts a focus by utilizing our Professional Development Specialist to model differentiated instruction for teachers. The Principal and Assistant Principal will do fidelity walk-throughs and give timely feedback to teachers. The focus will also encompass our students in the lowest quartile having targeted reading practice with our teachers and paraprofessionals.
- The Literacy Leadership Team will also focus on students reading for pleasure utilizing fiction and nonfiction text.
- We will provide opportunities for families to read together and share ways to encourage reading at home by incorporating events/activities that provide opportunities for parents to participate in the learning with their child.
- Accelerated Reader program will continue, along with the motivational components to support reading for pleasure.
- The Professional Development Specialists meets with teachers at grade level meetings to gather their input and share their perspective and challenges in monthly meetings so we can come together to create school-wide activities to support literacy.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

- Teachers are required to meet bi-weekly for collaborative planning with their grade level or by subject area if they are a specialist. Our Assistant Principal of Curriculum, Professional Development Specialist and Principal are available to help gather resources or focus discussion as needed.

- Each semester, substitutes are utilized to provide teachers a full day of planning to collaborate as a team to create quality lesson plans to support Florida Standards.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

- The Personnel office posts available positions online where prospective teachers can then apply for the positions in which they have an interest and qualifications. School level principals select a group of highly qualified persons to interview. The interview process may include the principal and an assistant principal as well as a member of that department and/or District Support Personnel.
- The Assistant Principal will conduct school orientation to curriculum and facilities.
- Administration will provide a new teacher support and assistance plan including assigning a mentor to each beginning teacher and arranging for appropriate trainings.
- Arrange for classroom visitations to observe exemplary strategies and techniques
- Principal attended Minority Recruitment Fair in Gainesville, FL to recruit minorities.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers are paired with a veteran teacher preferably in their own grade level. New teachers are given the opportunity to shadow a veteran teacher to look for best practices. New teachers attend monthly meetings with the School Coordinator to get a preview of what is coming and to ask questions.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Through committees, there is a district review of multiple research based instructional materials and programs which align with the Florida standards. In addition classroom instruction and lesson plans are monitored by school based administration and mentor/lead teachers.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

- Administration in a combined effort with staff uses evidence from the analysis of District Benchmark Assessment results, Learning Checks, End of Course Exams, and FSA results to determine professional development needs and areas of concern. In addition, administrators also use classroom walkthroughs/observations, teacher surveys, and team meeting notes to assist in the process of determining where instruction needs improvement.
- Based on an analysis of the data, best practices are identified and shared.
- Teachers utilize data from progress monitoring assessments designed to measure students' proficiency on each benchmark. Curriculum maps identify the specific times that these assessments are given throughout the year. This data is compared between and among teachers.
- Teachers also use formative assessment data to guide their instruction and create small groups based on like need and teach and remediate skills for those students in need of remediation as well

as assigning enrichment activities for those who are proficient.

- Teachers utilize resources from the state adopted textbooks that are specifically intended for intensive and/or remedial type instruction. Instructional software programs along with internet based instructional web sites are also utilized.
- Intervention personnel pull students for an additional 45 minutes of targeted instruction in reading.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 0

Due to lack of funding, we will not have extended learning opportunities for our students this year

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The Title I District office provides a Title I Pre-K/VPK program on selected campuses. All students are fully integrated into the school thus helping them transition to Kindergarten. In addition, information is provided to our parents from the Title I office on the HIPPY (Home Instruction for Parents of Preschool Youngsters) program.

MCPS provides an Exceptional Student Education Pre-K program at our schools for eligible 3-5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten.

FLKRS administered to kindergartners within the first 30 days to evaluate the effectiveness of our Pre-K programs.

Kindergarten registration kicked off in April and continued throughout the summer. Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round-Up is planned for the Spring and is advertised through community based flyers, letters sent home with current students, and Connect 5 messages are sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school.

"Stagger Start" is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to

administer assessments, including FLKRS, and begin to develop one on one relationships with students.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

As a K-5 school, we have an exploratory Career Day where representatives from many fields come and talk to students for career awareness.

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (k-12) and subject so they will be prepared to succeed in college, careers and life.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers are taught to plan rigorous lessons in all subject areas, then student achievement on state assessments and LEOC's will improve.
- G2.** If we refine targeted interventions in language arts and math, then student achievement on state assessments and LEOC's will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers are taught to plan rigorous lessons in all subject areas, then student achievement on state assessments and LEOC's will improve. 1a

G087354

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	52.0
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack adequate time to plan rigorous lessons
- Teachers lack the training to plan rigorous lessons.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Funds
- District grant funds
- District trainings

Plan to Monitor Progress Toward G1. 8

Monitor Learning Checks, FSA Scores, LEOCs, Student Performance in Core Subject Areas, Teacher Observation data

Person Responsible

Teresa Forsyth


Schedule

Quarterly, from 10/3/2016 to 5/25/2017

Evidence of Completion

Meeting percentile goals in all grade levels in all content areas.

G2. If we refine targeted interventions in language arts and math, then student achievement on state assessments and LEOC's will improve. 1a

 G087355

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
FSA ELA Achievement	52.0

Targeted Barriers to Achieving the Goal 3

- Students lack foundational reading and math skills
- Teachers and paraprofessionals lack training in delivering these interventions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Core Curriculum
- Title 1 Funds
- Teachers and Paraprofessionals trained to deliver interventions
- Corrective Reading materials and training
- Reading Mastery and ERI materials and training
- Successmaker Custom Courses-Reading and Mathematics
- Teachers and Paraprofessionals trained to deliver interventions
- Corrective Reading materials and training
- Reading Mastery and ERI materials and training

Plan to Monitor Progress Toward G2. 8

Student performance in core subject areas
Program Assessments
Intervention provider observation
Additional Classwork

Person Responsible

Lisa Dreher

Schedule

Semiannually, from 8/29/2016 to 5/8/2017

Evidence of Completion

Meeting percentile goals in all grade levels in all content areas.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If teachers are taught to plan rigorous lessons in all subject areas, then student achievement on state assessments and LEOC's will improve. **1**

 G087354

G1.B1 Teachers lack adequate time to plan rigorous lessons **2**

 B232149

G1.B1.S1 Time will be provided for teachers to collaboratively plan together. **4**

 S245008

Strategy Rationale

If we give teachers more time to plan with their peers, then lessons will be more rigorous and student achievement will increase.

Action Step 1 **5**

Substitutes will be provided so teachers will have three school days outside the classroom to plan.

Person Responsible

Lisa Dreher

Schedule

Triannually, from 8/29/2016 to 5/15/2017

Evidence of Completion

Title I documentation for subs w/agendas

Action Step 2 **5**

We will increase planning time in 4th and 5th grade through the use of the Write Score service two times per year to evaluate students' writing and prescribe activates for improvement.

Person Responsible

Zayda Hallam

Schedule

Semiannually, from 9/12/2016 to 1/9/2017

Evidence of Completion

Reports from Write Score

Action Step 3 5

Time each month will be dedicated to collaborative planning

Person Responsible

Lisa Dreher

Schedule

On 4/3/2017

Evidence of Completion

Minutes and plans from meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Coach and/or administrator will develop agenda and attend planning sessions

Person Responsible

Lisa Dreher

Schedule

Triannually, from 9/19/2016 to 5/15/2017

Evidence of Completion

Teacher sign in sheets and agendas, Administrative Walk-Throughs and Ratings in the Domain of Planning in True North Logic

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrators will observe teachers' delivery of instruction from plans developed on planning days

Person Responsible

Teresa Forsyth

Schedule

Triannually, from 9/26/2016 to 5/22/2017


Evidence of Completion

Plans and walkthrough data

G1.B2 Teachers lack the training to plan rigorous lessons. 2

 B232150

G1.B2.S1 Teachers will participate in a book study: Rigor Is Not a Four Letter Word 4

 S245009

Strategy Rationale

If teachers read the book, complete the activities, and participate in the book study then they will have the tools to plan rigorous lessons.

Action Step 1 5

Teachers will be given time on District Early Release Days to read the book, complete the activities, and participate in group discussions of the chosen book.

Person Responsible

Lisa Dreher

Schedule

Every 2 Months, from 9/28/2016 to 5/22/2017

Evidence of Completion

Teacher attendance reports and minutes.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Documenting completion of Book Study Activities, Attendance for Round Table Book Discussions

Person Responsible

Teresa Forsyth

Schedule

On 5/22/2017

Evidence of Completion

attendance logs and written assignments

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Documenting completion of Book Study Activities, Attendance for Round Table Book Discussions

Person Responsible

Teresa Forsyth

Schedule

On 5/22/2017

Evidence of Completion

attendance logs and written assignments

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor teacher evaluation data and student performance

Person Responsible

Teresa Forsyth

Schedule

On 5/29/2017

Evidence of Completion

Effective and Highly Effective Ratings in True North Logic, Administrative Walk-Throughs,
Student Performance in Core Subject Areas

G2. If we refine targeted interventions in language arts and math, then student achievement on state assessments and LEOC's will improve. 1

 G087355

G2.B1 Students lack foundational reading and math skills 2

 B232151

G2.B1.S1 Implement intervention groups for targeted students in reading and math. 4

 S245010

Strategy Rationale

If we implement intervention groups to targeted students, then student achievement will improve.

Action Step 1 5

Teachers and paraprofessionals will Implement reading and math intervention groups to targeted students.

Person Responsible

Lisa Dreher

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

Administrator Walk-Throughs, Review of workbooks and intervention logs, Informal Student Assessments, AIMS Web, FSAs

Action Step 2 5

Title I teacher will intervene with third grade targeted students in addition to their regular intervention groups.

Person Responsible

Sheri Salem

Schedule

Monthly, from 8/29/2016 to 4/24/2017

Evidence of Completion

Title I teacher logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrative walk-throughs and evaluations, Gradebook reviews

Person Responsible

Teresa Forsyth

Schedule

Quarterly, from 9/19/2016 to 5/8/2017

Evidence of Completion

Teacher Evaluations, Professional Development Surveys, Test Scores/Data, Student Observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Program Assessments
FSA
AIMs Web
EOCs
Discipline ODR

Person Responsible

Teresa Forsyth

Schedule

Biweekly, from 8/29/2016 to 5/8/2017


Evidence of Completion

Assessment Scores, Lower ODRs, Mastery Checks,

G2.B2 Teachers and paraprofessionals lack training in delivering these interventions. 2

 B232152

G2.B2.S1 Train teachers and paraprofessionals to deliver interventions. 4

 S245011

Strategy Rationale

If teachers are trained to deliver interventions with fidelity, then student achievement will improve.

Action Step 1 5

Send teachers and paraprofessionals for intervention training

Person Responsible

Zayda Hallam

Schedule

On 12/5/2016

Evidence of Completion

TDE's

Action Step 2 5

Coaches will work with paraprofessionals and teachers to refine interventions for at risk students.

Person Responsible

Sheri Salem

Schedule

Monthly, from 8/29/2016 to 5/25/2017

Evidence of Completion

Coaches logs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrative walk-throughs and evaluations, databook reviews

Person Responsible

Lisa Dreher

Schedule

Monthly, from 8/29/2016 to 5/8/2017

Evidence of Completion

Teacher and paraprofessional evaluations, Professional Development Surveys, Test Scores/Data, Student Observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Review of data showing student progress.

Person Responsible

Lisa Dreher

Schedule

Quarterly, from 9/26/2016 to 5/22/2017

Evidence of Completion


AIMSweb data, Learning Check data and report card grades

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B2.S1.A1 A317210	Send teachers and paraprofessionals for intervention training	Hallam, Zayda	8/15/2016	TDE's	12/5/2016 one-time
G1.B1.S1.A2 A317205	We will increase planning time in 4th and 5th grade through the use of the Write Score service two...	Hallam, Zayda	9/12/2016	Reports from Write Score	1/9/2017 semiannually
G1.B1.S1.A3 A317206	Time each month will be dedicated to collaborative planning	Dreher, Lisa	9/6/2016	Minutes and plans from meetings	4/3/2017 one-time
G2.B1.S1.A2 A317209	Title I teacher will intervene with third grade targeted students in addition to their regular...	Salem, Sheri	8/29/2016	Title I teacher logs	4/24/2017 monthly
G2.MA1 M329894	Student performance in core subject areas Program Assessments Intervention provider observation...	Dreher, Lisa	8/29/2016	Meeting percentile goals in all grade levels in all content areas.	5/8/2017 semiannually
G2.B1.S1.MA1 M329890	Program Assessments FSA AIMS Web EOCs Discipline ODR	Forsyth, Teresa	8/29/2016	Assessment Scores, Lower ODRs, Mastery Checks,	5/8/2017 biweekly
G2.B1.S1.MA1 M329891	Administrative walk-throughs and evaluations, Gradebook reviews	Forsyth, Teresa	9/19/2016	Teacher Evaluations, Professional Development Surveys, Test Scores/ Data, Student Observations	5/8/2017 quarterly
G2.B2.S1.MA1 M329893	Administrative walk-throughs and evaluations, databook reviews	Dreher, Lisa	8/29/2016	Teacher and paraprofessional evaluations, Professional Development Surveys, Test Scores/Data, Student Observations	5/8/2017 monthly
G1.B1.S1.MA1 M329885	Coach and/or administrator will develop agenda and attend planning sessions	Dreher, Lisa	9/19/2016	Teacher sign in sheets and agendas, Administrative Walk-Throughs and Ratings in the Domain of Planning in True North Logic	5/15/2017 triannually
G1.B1.S1.A1 A317204	Substitutes will be provided so teachers will have three school days outside the classroom to plan.	Dreher, Lisa	8/29/2016	Title I documentation for subs w/ agendas	5/15/2017 triannually
G1.B1.S1.MA1 M329884	Administrators will observe teachers' delivery of instruction from plans developed on planning days	Forsyth, Teresa	9/26/2016	Plans and walkthrough data	5/22/2017 triannually
G1.B2.S1.MA1 M329887	Documenting completion of Book Study Activities, Attendance for Round Table Book Discussions	Forsyth, Teresa	9/28/2016	attendance logs and written assignments	5/22/2017 one-time
G1.B2.S1.MA1 M329888	Documenting completion of Book Study Activities, Attendance for Round Table Book Discussions	Forsyth, Teresa	9/28/2016	attendance logs and written assignments	5/22/2017 one-time
G1.B2.S1.A1 A317207	Teachers will be given time on District Early Release Days to read the book, complete the...	Dreher, Lisa	9/28/2016	Teacher attendance reports and minutes.	5/22/2017 every-2-months
G2.B2.S1.MA1 M329892	Review of data showing student progress.	Dreher, Lisa	9/26/2016	AIMSweb data, Learning Check data and report card grades	5/22/2017 quarterly
G1.MA1 M329889	Monitor Learning Checks, FSA Scores, LEOCs, Student Performance in Core Subject Areas, Teacher...	Forsyth, Teresa	10/3/2016	Meeting percentile goals in all grade levels in all content areas.	5/25/2017 quarterly
G2.B2.S1.A2 A317211	Coaches will work with paraprofessionals and teachers to refine interventions for at risk students.	Salem, Sheri	8/29/2016	Coaches logs	5/25/2017 monthly
G1.B2.S1.MA1 M329886	Monitor teacher evaluation data and student performance	Forsyth, Teresa	9/28/2016	Effective and Highly Effective Ratings in True North Logic, Administrative Walk-Throughs, Student Performance in Core Subject Areas	5/29/2017 one-time

Marion - 0711 - Hammett Bowen Jr. Elementary School - 2016-17 SIP

Hammett Bowen Jr. Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1  A317208	Teachers and paraprofessionals will Implement reading and math intervention groups to targeted...	Dreher, Lisa	8/22/2016	Administrator Walk-Throughs, Review of workbooks and intervention logs, Informal Student Assessments, AIMS Web, FSAs	5/31/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers are taught to plan rigorous lessons in all subject areas, then student achievement on state assessments and LEOC's will improve.

G1.B1 Teachers lack adequate time to plan rigorous lessons

G1.B1.S1 Time will be provided for teachers to collaboratively plan together.

PD Opportunity 1

Substitutes will be provided so teachers will have three school days outside the classroom to plan.

Facilitator

Lisa Dreher; Zayda Hallam, Sheri Salem

Participants

All instructional personnel

Schedule

Triannually, from 8/29/2016 to 5/15/2017

G1.B2 Teachers lack the training to plan rigorous lessons.

G1.B2.S1 Teachers will participate in a book study: Rigor Is Not a Four Letter Word

PD Opportunity 1

Teachers will be given time on District Early Release Days to read the book, complete the activities, and participate in group discussions of the chosen book.

Facilitator

Lisa Dreher, AP

Participants

All Instructional employees

Schedule

Every 2 Months, from 9/28/2016 to 5/22/2017

G2. If we refine targeted interventions in language arts and math, then student achievement on state assessments and LEOC's will improve.

G2.B2 Teachers and paraprofessionals lack training in delivering these interventions.

G2.B2.S1 Train teachers and paraprofessionals to deliver interventions.

PD Opportunity 1

Send teachers and paraprofessionals for intervention training

Facilitator

District Trainers

Participants

Intervention providers

Schedule

On 12/5/2016

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Substitutes will be provided so teachers will have three school days outside the classroom to plan.				\$9,439.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0711 - Hammett Bowen Jr. Elementary School	Title I, Part A		\$9,439.00
			Notes: Notes			
2	G1.B1.S1.A2	We will increase planning time in 4th and 5th grade through the use of the Write Score service two times per year to evaluate students' writing and prescribe activates for improvement.				\$2,916.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	390-Other Purchased Services	0711 - Hammett Bowen Jr. Elementary School	Title I, Part A		\$2,916.00
			Notes: Notes			
3	G1.B1.S1.A3	Time each month will be dedicated to collaborative planning				\$0.00
4	G1.B2.S1.A1	Teachers will be given time on District Early Release Days to read the book, complete the activities, and participate in group discussions of the chosen book.				\$0.00
5	G2.B1.S1.A1	Teachers and paraprofessionals will Implement reading and math intervention groups to targeted students.				\$93,857.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0711 - Hammett Bowen Jr. Elementary School	Title I, Part A		\$93,857.00
			Notes: Paraprofessionals			
6	G2.B1.S1.A2	Title I teacher will intervene with third grade targeted students in addition to their regular intervention groups.				\$8,524.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5900	120-Classroom Teachers	0711 - Hammett Bowen Jr. Elementary School	Title I, Part A		\$8,524.00
			Notes: 1.25			
7	G2.B2.S1.A1	Send teachers and paraprofessionals for intervention training				\$0.00
8	G2.B2.S1.A2	Coaches will work with paraprofessionals and teachers to refine interventions for at risk students.				\$48,471.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Marion - 0711 - Hammett Bowen Jr. Elementary School - 2016-17 SIP
Hammett Bowen Jr. Elementary School

	6400	100-Salaries	0711 - Hammett Bowen Jr. Elementary School	Title I, Part A		\$48,471.00
			<i>Notes: Academic Coach .85</i>			
Total:						\$163,207.00